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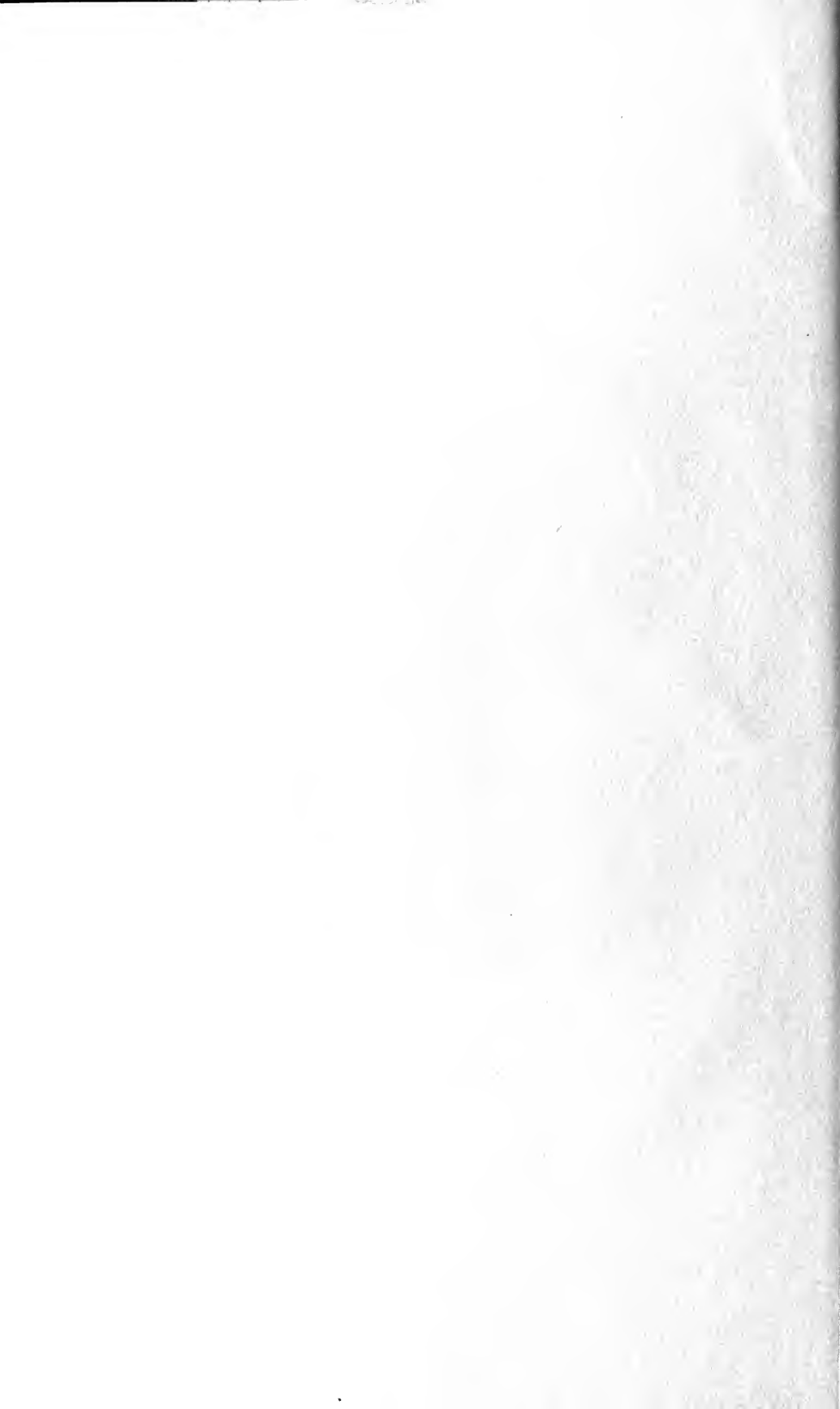
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THE PACIFIC SCHOOL JOURNAL

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THE PACIFIC SCHOOL JOURNAL

EDITED BY ALBERT LYSER.

VOL. IX. NO. I.

SAN FRANCISCO, AUGUST 15, 1885.

NEW SERIES.

SCHOOL TEACHERS AND HIGHER EDUCATION.

It used to be said, "once a teacher, always one," but the phrase has lost its force; hardly any profession looks out upon more fields of thought, or has gateways of escape into a greater number of occupations. Modern teaching is no more a thing set apart from the world's work. As I understand the problems which are most likely to perplex young teachers they are two-fold: "how shall one become a better teacher?" and "how shall one, if need be, substitute some other occupation of a kindred nature, for that of school-teaching?" These are very important problems, and their solution is largely dependent upon the state of society, and the ideals of human life in this generation. The selfish and the unselfish view will ever be opposed. If one teaches for a few years so as to earn money to buy a few acres of land, or go into business, that is honorable and legitimate choice; but certainly it is not as if one had taught in order that the training thus acquired should be a stepping stone to other work of a similar nature.

Ten years ago I taught school in one of the Coast Counties of California, and knew nearly every teacher in the region. I think that most of them did good honest work, and I know that my recollections of the fraternity are extremely pleasant. To day, there is hardly one of the teachers of 1875 who still remains in that county; and only a few are in the profession. Some are lawyers, physicians, politicians, or farmers; and most of the young ladies are married. The few that still teach are some of them on the road to become high-priests of the order of brangrinders, ever trampling thrice-beaten straw, and sifting the thrice-sifted husks of dry-as-dust text books. It was not for this that they entered

the ranks of the profession, years ago, with young and contagious enthusiasm. Where is the blunder, and whose is the fault? You teachers who are fully and entirely satisfied with your place and work, who wish and hope to teach in the rooms where you now are for the rest of your lives—these suggestions which are to follow are not meant for you. But let every teacher who has ever felt doubt, anxiety, fear, lest there were no “stepping-stones” onward and upward, read these lines in full assurance that he who writes has known the same, and speaks from his heart. It is no unattainable ideal we aim to follow, no futile chase evasive as Queen Morgiana’s Mirage-built palace. Through the educated freedom of the individual we shall gain admission to the true aristocracy of culture. By the path of noble manhood and womanhood we shall find the solution of the perplexities that compass about the teacher’s world. In the peculiar training that teaching gives, we shall find the promise of unusual strength in other fields of human activity.

The law of progress is divine ; to better one’s place, to increase one’s hold on life, to broaden one’s influence,—are duties which we neglect at our peril. The currents of existence must not be allowed to flow past and leave us tangled in Sargasso Sea eddies, but we should sail bravely on through storm and shine, letting others take our places, yielding them in turn to yet others. The first statement for our consideration is simply this : the best investment teachers can make is in themselves,—in better education, in a more special training, in art-lectures, or literary lectures, or Thomas Concerts, in quarterly reviews or German lessons, or studies of Ruskin and Emerson in scientific analysis of local historical facts, or in profound trouble over the philosophies and political economies of the modern world. I will find you young clerks whose only leisure is in their evenings, and yet whose knowledge of literature would do credit to a college professor in English. I can tell you of men who are writing important books, for which publishers are anxiously waiting,—and they have only the scant leisure of overworked professions. The best specialists in science have sometimes done their self-appointed tasks in what most of us call “waste minutes.” More than one California teacher has taken herself to Europe by her savings, and studied there for months, coming back, not perhaps to a higher salary, but certainly to larger capacities for usefulness and greater happiness. We may set it down as a fact in human nature, as settled as the law of gravitation, that enlarged knowledge, extended intellectual resources, varied aptitudes kept fit for use, constitute the most valuable capital one can have. “I shall go to the State University, and graduate then,” said a young lady to me a number of years ago. “I do not expect to make it financially profitable but quite the reverse, for I must give up my little country school, and when I graduate from the University, salaries may be lower, and I may have to begin in a smaller district. But I am quite sure, all in all, that I can never regret the rest, the new ideas, the

study, and the good friends I shall make. I shall be able to read German and French well, and I shall keep out of the ruts of humdrum existence much better than now. That is all I shall ask of the investment. If it pays me in other ways besides mental training, of course I shall not object, but I don't ask it at all." I need not point out how very safe and sensible this conclusion was. If it were romance I was writing, the heroine should have a golden reward; but the story came out as she had forecast it—more life and fuller knowledge, not praise of men nor coin of the realm. She is more than content with that which the University gave.

The teacher in public schools who decides to make a life work of teaching should if possible fit himself for usefulness in the field of higher education. If not, there is literary and scholastic work in abundance for which teaching offers preparation. As a plain and practical proposition the man who teaches should be keenly alive to the demands and the opportunities in other occupations, but he should aim to utilize his own training as far as possible. Some men do best to study the system of common schools in this and other countries, and so fit themselves for life work as directors, as school superintendents of counties, cities or states; some men reach the high school, and find full scope for all their activities in that important field. But no man should be willing to teach school for ten years without consciously fitting himself for high-school work of a high order. In my opinion no man is ready for first-class work as school superintendent, or as a high-school teacher, before he has had a full University course, or its equivalent in mental training and polish. The University course, even when it is at one of the best of American institutions, only shows a man how to work, only opens the door for him to enter and take up his special pursuit. Over whole counties schools are less than they should be, simply because trained men are so hard to find. How does a man dare to peril his immortal soul by conducting a school superintendent's office, as so many do, as if it were only a question of keeping accounts straight, and pleasing the voters of the county? Here is the best thought of the world turning with irresistible force to the overwhelming and indeed paramount importance of "The Child." The new science and new philosophy alike declare it as the corner stone of their doctrine. In Germany, England and America, all who would shape the future to nobler issues, statesmen, scholars, poets, reformers of society, lovers of the race, meditate upon this problem: "how shall we best educate?" Again, as of old, a little child is set in the midst of the people. Thorough professional training in the principles which underlie teaching is what must be demanded from those who would lead in the professional training in philosophy, ethics, psychology, elements of biology, political economy, and constitutional history is not too much to ask. They must know what Prof. Bryce is doing in London, and what Prof. Stanley Hall is

doing in Baltimore. They must have known the freedom of their own teaching long before, and must be able to help others also to a like freedom. You cannot have a set of dogmas to put in a note-book, and last for a life time. Advanced work with rational students means that one shall aim to make investigators, and to create the spirit of active research. Dr. Stanley Hall shows us how the mental processes that the most mature minds use, are at work in kind, though not in degree, in the speculations and theories and mental growth of every child. Not to find out facts, but to arrive at the true relations of facts, brings strength to the mind. It is what one does with the formula that makes value in the system. The fundamental demand which higher education makes is absolute intellectual freedom, the freedom, not of license, but of willing and joyful obedience to higher laws.

Who shall ever be able to measure the influence of a really great teacher? Human knowledge hardly embraces a more fascinating field of inquiry than that which deals with the influence of great men upon schools of thought, literary, scientific, educational or ecclesiastical. The torch waved upon some sea-girt Iona wins answering flashes on broader mainlands. The inspiration of a strong man's honest work takes root and blossoms again in the most unexpected places. This is that sublime immortality of influence that George Eliot desired. I know of no better example than that afforded by these famous men, Laboulaye, Lieber, and Bluntschli, whose early friendship made men liken the group to "a clover leaf." Johann Kasper Bluntschli studied under Savigny and Niebuhr, shaped the Zürich Code, alleviated the evils of European Warfare, presided over Baden's Grand Synod, and the *Institut de Droit Inter-National*, and gave the world the fruits of his ripe wisdom in the three volumes of the *Lehre Von Modernen Staat*. No less than twenty-nine European Universities sent words of congratulation to Bonn on the fiftieth anniversary of the publication of his Berlin Prize Essay. After his death a hundred and twenty-one of the leading professors, jurists and diplomats of Europe and America signed a memorial speaking of his legislative and organizing work in Switzerland, Baden, and Germany; of his educational leadership at Bonn and Heidelberg; of his efforts to increase freedom of conscience, and liberty of the press, and of the strong practicality of his methods. He was no closet-philosopher, or the world of workers would not have honored his memory with such an expression. To-day the library of Francis Lieber one of the greatest of American teachers, is at Berkeley, while the library of his friend Bluntschli is at Baltimore, in Johns Hopkins University, the nucleus of a large and rapidly growing collection of books on local and constitutional history, law, politics, geography, and political economy. The spirit of the great German teacher is still abroad, to guide earnest students; higher education is justified of her children.

This brings me to a consideration of the duty laid upon school-teachers to fit themselves to take rank with the best educated men and women in the land. Their work must consciously become a part of the work carried to further development by Yale, Harvard, Johns Hopkins, and the University of California, and in that larger intellectual atmosphere they must find relief from their cares and inspiration for better work. I would not pluck one leaf from the laurels of the American Normal schools and training classes. I know that teachers go straight to the school-room from the admirably conducted high-schools of California. But after the normal schools, what? Here and there one will be found who leaves the school-room long enough to obtain a University training, and hundreds who cannot do this can acquire some of the best results of that training, and so infuse into our common school system a spirit of greater thoroughness. One of the troubles with American schools is that there is too much junk-shop education; in fact that is the trouble with our civilization. We have, lo! these many years, congratulated the world in general, and ourselves in particular, that "the school-master is abroad." It is at last evident that perhaps he is too much abroad; and that dilution and diffusion may have made him positively hurtful. A craze called "popularizing knowledge" spreads apace, and its results are everywhere visible in cases of ignorance and presumption, but most of all in weltering wastes of increasing mental mediocrity. A countless number of influences in American social life combine to push people into the flats, marshes and shallows of knowledge, and to keep them there. Cheap compendiums of information, cheap school-books written on the plan of leaving out everything that is hard and that gives the mind some training, cheap schemes for the obtaining of an "education" through "correspondence bureaus" and arm's length courses of study,—from these, and such as these, what folly to expect intellectual results! How often men settle themselves down to a comfortable trust in scraps of newspaper news which they never question nor compare, scraps in all probability from but one newspaper? Items of gossips about Lamb, but never the genial humorist; snippings from the great English essayists and dramatists but never the completeness of one of those dramas or essays; bits, chips, atoms, sparks, fragments, glimpses, shadows, mere reflections and positive distortions are all that such students obtain. Wise indeed are they who refuse to study up a subject from third-rate authorities, who will not take easy ways to half-knowledge instead of hard ways to thorough knowledge, and who, in brief, think more of keeping their brains healthy and their intellects active than of remembering items, quotations and conundrums. In the Atlantic States there are summer language schools in the mountains, and summer science schools by the sea-shore. Professors of leading colleges and students of the best Universities mingle there with teachers from the public schools, who wisely choose a change of activity

a few hours of daily work, and healthy out-door life, with new companionship, and enlarged human interests. In some way, varying with each teacher's environment, the realm of higher education must be entered, or the tread-mill is master of the soul. "Not many years ago," said the president of an American college to me, "I was camping in the woods of Northern Maine, and close by our camp there was a log school-house. The young lady who taught there was a farmer's daughter, and had never been fifty miles from home in her life. But she was one of the best Greek scholars I have ever known." Then he went on and described the way in which this young girl sat in their camp one evening and read Homer for them all, the starlight overhead, the pines around like giant sentinels, the flickering fire-light shining full on the reader's face, as she read of the "wrath of Achilles," the death of the bravest of the sons of Troy. The girl who taught the primer to the bare-foot children of that woodland district was recognized as an educated woman, the friend and companion of men famous throughout the land; but this of itself was not worth the trouble of learning Greek. Knowledge, gained for its own sake, had brought this lesser reward—that her reading Homer gave such pleasure to her guests.

We cannot all of us make the schoolroom a stepping stone to fame; sometimes it is impossible to pass from its portals to wider fields of educational activity. But if the experience of those wiser than ourselves counts for anything, no profession affords better training than this does. Men who have been teachers ought to become better lawyers, physicians or ministers, they ought to add lustre to the name of merchant or farmer or miner. Men who choose to continue teaching as a life work, ought to be able to gain sufficient outlook upon the dominions of literature, art or science, to make their lives happy, useful and successful. The teacher has need of the most catholic spirit of liberality, the broadest human sympathies, the keenest insight into the mysteries of life and the depths of mortal sorrow, the most thoroughly trained and truthful intellectual grasp upon the things that are; but he cannot have these things unless he is willing to pay the price.

CHARLES HOWARD SHINN.

THE TWO LIGHTS.

"When I'm a man!" is the poetry of youth.
 "When I was young!" is the poetry of old age."

"When I'm a man" the stripling cries,
 And strives the coming years to scan,
 "Ah, then I shall be strong and wise,
 When I'm a man!"

"When I was young," the old man sighs,
 "Bravely the lark and linnet sung
 Their carol under sunny skies,
 When I was young!"

"When I'm a man, I shall be free
 To guard the right, the truth uphold."
 "When I was young I bent no knee
 To power or gold"

"Then shall I satisfy my soul
 With yonder prize, when I'm a man."
 "Too late I found how vain the goal
 To which I ran."

“ When I'm a man these idle toys
 Aside forever shall be flung.
“ There was no poison in my joys
 When I was young.”
The boy's bright dream is all before,
 The man's romance lies far behind.

Had we the present and no more,
 Fates were unkind.
But brother, toiling in the night,
 Still count yourself not all unblest,
If in the east there gleams a light,
 Or in the west.

BLACKWOOD'S MAGAZINE.

*THE GIVER AND THE TAKER.

Who gives what others may not see,
 Nor counts on favor, fame or praise,
Shall find his smallest gift outweighs
 The burden of the mighty sea.

Who gives to whom hath naught been given,
 His gift in need, though small indeed
As is the grass blade's wind-blown seed,
 Is large as earth and rich as heaven.

Forget thou not, O man ! to whom
 A gift shall fall, while yet on earth,

Yea, even to thy sevenfold birth,
 Revive it in the lives to come !

Who, brooding, keeps a wrong in thought,
 Sins much, but greater sin is his
Who, fed and clothed with kindnesses,
 Shall count the holy aims as naught.

For he who breaks all laws may still
 In Sivanis mercy be forgiven :
But none can save in earth or heaven
 The wretch who, answers good with ill !

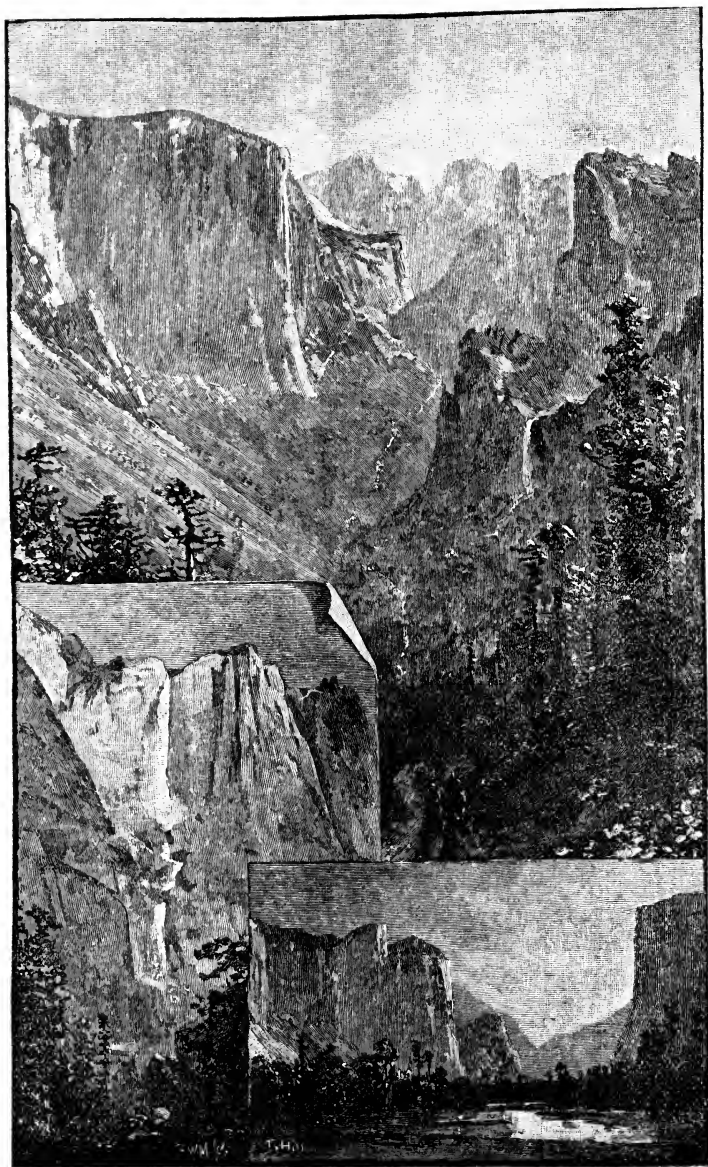
JOHN G. WHITTIER.

*The foregoing is an attempt to versify a literal translation of a poem by the Hindoo writer, Tinevalva who lived, it is supposed in the third century of our era. He is remarkable for his hatred of idolatry and caste, and for his almost Christian conception of God and human duty.

SCENERY OF YOSEMITE VALLEY.

A fresh impression of the marvels of nature, always awakens a religious emotion. I thought of this more seriously than ever before, when, about two weeks ago, I first looked down from the Mariposa trail into the tremendous fissure of the Sierras. The place is fitly called “Inspiration Point.” The shock to the senses there, as one rides out from the level and sheltered forest, up to which our horses had been climbing two days, is scarcely less than if he had been instantly borne to a region where the Creator reveals more of himself in his works than can be learned from the ordinary scenery of this world.

We stood, almost without warning, on the summit of the southerly wall of the valley, and obtained our first impression of its depth and grandeur by looking *down*. A vast trench, cloven by Omnipotence, amid a tumult of mountains, yawned beneath us. The length of it was seven or eight miles ; the sides of it were bare rock, and they were perpendicular. They did not flow or subside to the valley in charming curve-lines, such as I have seen in the wildest passes of the New England mountains. The walls were firm and sheer. A man could have found places where he could have jumped three thousand feet in one descent to the valley.



THE YOSEMITE VALLEY.

From Bancroft's Fifth Reader, by Permission of the Publishers.

More than a thousand feet beneath us was the arching head of a water-fall, that leaped another thousand before its widening spray shattered itself into finer mists in a rocky dell. The roar of it, at our elevation, was a slight murmur. On the wall opposite, about a mile across the gulf, a brook was pouring itself into the valley. Although it was slipping down more than half a mile of undisturbed depth, it appeared to be creeping at its own will and leisure. We could not believe that the awful force of gravitation was controlling it.

“But like a downward smoke, the slender stream
Along the cliff to fall, and pause, and fall, did seem.”

Noble trees of two hundred feet stature, by the river-side below, were tiny shrubs. The river itself lay like a bow of glass upon the curved green meadow which nestled so peacefully under the shadow of the Egyptian walls. And off from the northernmost cliff, retreating a mile or two from it, soared a bare, wedge-like summit of one of the Sierras—ashy in hue, springing above a vast field of snow which could not cling to its steep smoothness, but lay quietly melting to feed the foam and music of a cataract.

So far as we know, the Yosemite Valley offers the most stupendous specimens of natural masonry to be seen on our globe. Switzerland has no gorge that compares with it. The desolate and splintered walls of Sinai and Horeb are not a quarter so high. No explored district of the highest Andes displays such masses of clean, abrupt rock.

The Himalayas alone can furnish competitors for its falls and turrets, if any portion of the earth can. We often read, in accounts of mountain districts or mountain-climbing, about precipices that are thousands of feet in descent, or of cliffs that spring naked and sheer to an equal height. The statements, however, are almost always extravagant exaggerations.

But in the Yosemite, a man may ride close to a crag, whose summit, as he holds his head back to discern it, is more than three thousand feet above him. He may stand in the spray of a water-fall and see, forty-three hundred feet over his head, the edge of a mountain wall that shields the water from the early afternoon sun. He may look up to a tower, which resembles an incomplete spire of a Gothic minster, and see its broken edges, softened by more than three-quarters of a mile of distance, directly above his eyes.

He may sit of an evening, when the sun has retreated from every portion of the valley, and look at the “South Dome,” a vast globe of bold rock almost a full mile in height, while the sunset is sheathing it with impalpable gold. Or he may lie, at noon, beneath a tree at the base of one wall of the valley, and allow his eye to wander up at leisure the magnificent battlement called “El Capitan.”

It is not so high as some of the others I have named, for it is a little less than four thousand feet. But there is not a crevice in it where any

thing green can lodge and grow. There is no mark or line of stratification. There is no crack in its huge mass. It is one piece of solid, savage granite.

And what words shall describe the beauty of one of the water-falls, as we see it plunging from the brow of a cliff nearly three thousand feet high, and clearing fifteen hundred feet in one leap? It is comparatively narrow at the top of the precipice; but it widens as it descends, and curves a little as it widens, so that it shapes itself, before it reaches its first bowl of granite, into the charming figure of the comet that glowed on our sky some years ago. But more beautiful than the comet, you can see the substance of this watery loveliness ever renew itself, and ever pour itself away.

And all over its white and swaying mistiness, which now and then swings along the mountain side, at the persuasion of the wind, like a pendulum of lace, and now and then is whirled round and round by some eddying breeze as though the gust meant to see if it could wring it dry;—all over its surface, as it falls, are shooting rockets of water which spend themselves by the time they half reach the bottom, and then re-form, for the remaining descent—thus fascinating the gazer so that he could lie for hours never tired, but ever hungry for more of the exquisite witchery of liquid motion and grace.

How little we *see* of nature! How utterly powerless are our senses to take any measure or impression of the actual grandeur of what we do see! Think of being moved religiously by looking at a pinnacle or bluff four thousand feet high, and then think what the earth contains which *might* move us!

What if one of the Himalayas could be cloven from its topmost tile of ice to its torrid base, so that we could look up a sheer wall of twenty-eight thousand feet,—the equator at the bottom, and at the apex perpetual polar frost! And then think that the loftiest Himalaya is only a slight excrescence on the planet.

What if we could have a vision, for a moment, of the earth's diameter, from a point where we could look each way along all its strata and its core of fire, in lines each four thousand miles in their stretch! And then, remember, that this is nothing—this is not a unit-inch towards measuring the diameter of the Earth's orbit, and that Earth and orbit both are invisible and undreamed of from the Pole Star or Sirius, which is the apex of a reach of space that we can write in figures, but which we could not have counted off yet, if we had begun six thousand years ago, and given each second to a mile!

Or what if we could turn from delight at seeing a water-fall of fifteen hundred feet, which looks like the tail of a comet, and could get a sensuous impression of the actual trail of that light upon the sky, a cataract of luminous spray, steady and true, a hundred and twenty millions of miles in extent—more than the distance between us and the sun! And yet this is but one spot upon the dark immensity!

THOMAS STARR KING.

MORAL INSTRUCTION IN THE COMMON SCHOOLS.

Taking the broadest view, every action of man is either good or bad,—moral or immoral. That which helps man we call good, that which hurts him we call bad. True, many of man's actions are neither consciously good nor bad, but nature makes no excuses for ignorance. Morality is life, and immorality is death. "The wages of sin is death," and unconscious sin earns its wages as surely as the sin born of evil knowledge.

Since, then, it is impossible to divorce morality from that which is taught in the schools, even were we inclined so to try, it surely, becomes us, as teachers, to inquire how we may best teach that which is of such vital importance to our pupil's well-being.

The mind of the child has been compared to a sheet of white paper on which we can write what we choose. That is not true. Rather, should we say that it is already covered with the hidden writings of ages past, ready to flash out its indelible characters before our eyes when the proper time arrives. This writing it is our duty to strive here to erase, there to alter, here to write anew, and there to grave deeper the natural lines.

Can ignorant or careless hands do this aright?

How many of us bear clearly in mind that the success of the whole future life of the child may depend upon the training we give him during the few hours he is with us in the school-room?

Since the teaching of morality is so vitally important, it becomes us, first of all, to ask what our qualifications are for this work. Our certificates, signed by the Board of Education, say we are persons of good moral character. Is that so?

Let us take the testimony of the pupils:

"I never liked to ask Mr. A—— to show me an example, his breath smelled so badly of tobacco."

"He used to scold us for chewing gum in school, and I have seen him taking a chew of tobacco on the sly."

"Mr. B—— would call out sternly, "all eyes on the books," and then he would lean down his head behind his books and take a big pinch of snuff."

Practical lessons in deception to say nothing about the tobacco.

"It was fun to get Mr. C—— mad, he stuttered so comically."

"We got Mr. D—— so drunk on our grape wine that he didn't get to school the next morning until after nine o'clock."

"Mr. E—— used to brag so much about what he could do."

"Mr. F—— took a spite against a boy, and he used to whip him most every day."

"Mr. G—— didn't seem to care whether we got our lessons or not, unless visitors were there, and then we had to look out."

"The very next time you do that I am going to whip you, Mr. H—— would say, but he never did whip us. He took it out in threats."

"You ought to have heard Mr. I—— swear when he got mad."

"Mr. J—— spent most of his time in school courting the big girls."

"It was scold, scold, scold from morning till night while Mr. K—— was here. We got so we didn't try to please him."

"We used to like to have visitors come, for then Mr. L—— would talk with them and we didn't have to say half of our lessons."

"He called me a liar and I told him he was a liar himself, and then Mr. M—— told me to pack up my books and leave the school."

But enough. It is too true that it is often the teacher who needs moral reformation; and we cannot, surely, wonder that the moral work of the school-room is so poorly performed.

By far the most common kind of lying is done to gain approbation by magnifying one's own deeds or experiences, or, what is nearly the same, lying to avoid censure or punishment. Since the love of approbation prompts pupils to depart from the truth, we can not work far astray if we use their love of approbation to make truthful children of them. They may be taught to pride themselves upon their truthfulness if they are made to see that this course will gain them the most esteem and approval. Lying to escape punishment is wholly chargeable to false methods of punishment by parent or teacher. Too often we see children punished solely because they have admitted their fault, and then they are whipped *because they told the truth*. Any one who has studied children does not need to be told that there are many with an unconquerable dread of physical pain. Such a child will do anything or say anything to escape the rod, which, it seems hardly necessary to add, should never be used upon such a one.

There is still another kind of lying which is, fortunately, comparatively rare, and which deserves punishment. This is, lying to get someone else into trouble—a lie of pure malice. For the first offense of that kind a very serious private talk with the pupil may have some effect; but a repetition should bring public punishment.

Perhaps the best way is to ask the pupils to help you by refusing to speak to or play with the offender for a certain specified time. This, by the way, is one of the severest punishments that can be inflicted upon a pupil.

It ought to be unnecessary to remind teachers, that they should never lie by making threats they do not carry out, promises they do not fulfil, orders they do not see obeyed, excuses which have no foundation in fact, and assertions which they do not feel reasonably sure are true.

Laziness is hard to deal with, but it has two masters: necessity, which forces to exertion, and interest which leads to exertion. The former produces but temporary effects, and when the necessity no longer exists a relapse follows. So it is only by getting the pupil interested in some kind of work that you can make him work of his own accord. If you can get him interested in one study, be hopeful. The next step is easier. Take a kindred study, show him the dependence of the former upon new study, and be enthusiastic with him in learning all about his favorite branch, and your lazy scholar will develop into an enthusiastic specialist, who will have a fair knowledge of other branches because they help him in his favorite study.

Rudeness of conduct results from ignorance of proper behavior accompanied with an abundant overflow of animal life. Loud, rough talk, quarrelling, fighting, boisterous shouting, pulling and hauling others about, shows good health if not good morals in other respects. Such ones need gymnastic exercises, play that is work, and plenty of chance to "let off their steam," so that when the school hour comes, they can appreciate the quiet of the school-room. Get them interested in their studies and they will put twice the work upon them that their feebler comrades can do. Treat them with a calm, unvarying evenness, smoothing down their roughnesses one by one, steadily and perseveringly; and teach them courtesy by example as well as by precept, and you will soon see a change. Teach them that quarrels should be settled by arbitration; that fighting is brutal, not manly. Treat them as gentlemen and ladies and you will be treated well by them. A teacher who is rude to a pupil has a right to expect rudeness in return, and a true gentleman will not need to fight his way through this world with his fists.

Rudeness of speech and of manner is often assumed to disguise the real feelings of the pupil, and I have known pupils just ready to give way to tears, trying to conceal their weakness, as they considered it, in this way. Surely, gentle kind treatment here will not fall amiss. You cannot conquer rudeness by rough treatment. You may repress it, but it will spring up as strong as ever, again and again.

CHARLES M. DRAKE.

THE TOPICAL TEACHING OF HISTORY.

It is a cause of deep regret that so many pupils leave school believing that history is of little use except as a means of testing their memories in order that bad marks or other punishments may be given for failing to remember. They are usually forced, by the method of treating this subject, to regard it as a confusing collection of dates, names, and events, related to each other only by chronology and the weak linking

afforded by the names of rulers alike uninteresting, be they names of kings, emperors, presidents, or governors. Foreign and civil wars, commercial progress, the extension of the influence of the Church, political intrigues, international diplomacy, constitutional growth, the development of the people, literary culture, and educational advancement may be found side by side in the same chapter—utter strangers in everything but the accident of having occurred in the reign of the same sovereign. The same old kings who ruled the nations have continued to rule historical writers and teachers until recently; indeed, do still govern the vast body of teachers in their teaching of history. The constitutional, intellectual, and religious development of a nation are served up in scraps as carved by the various kings; great principles, and the mighty movement of true progress, are treated as secondary matters and tacked on as mere ornaments for the coats of successive sovereigns. The rulers with their whims, their physical, mental, and moral peculiarities, and their dates, are allowed to occupy the first place in most school histories, and the genuine work of the world is seen through the crevices between the kings. Events are fitted to the sovereigns, who should have a place in history only as they influenced events. This is a fundamental error in writing or teaching history. Dr. Arnold held that the record of the development of the “race institutions and religion” of a country constitutes its real history, and modern writers and thoughtful teachers are acting in accordance with this principle to a great extent.

A merchant who wishes to learn the results of his business transactions at the close of the year, and to satisfy himself as to the comparative importance of his various trade enterprises, and their relative influence on each other, might possibly do so by examining his day-book alone, but it would require the labor of months to accomplish what he could do in a few hours by consulting his ledger. Histories are usually merely day-books of the business of nations, and so students read them through and through without remembering clearly the events narrated, their causes or their immediate or ultimate bearing on any of the departments of national life or progress. The continuous concentration of thought which is so essential in the formation of correct conclusions concerning the effects of national customs or tendencies, is impossible when the attention is distracted by the presentation of so great a variety of unconnected events to the mind. If these events were grouped in ledger form so that they could be taught topically, the student would save much time and be able to make more satisfactory progress. Instead of giving facts relating to all kinds of events promiscuously, as they occurred, and as they would be recorded in a diary, they should be classified under a few leading heads, and the consecutive history of each class during the period under consideration taught independently. The chief elements that go to form the life and true development of a nation should be selected, and the history of each element narrated without reference to the

others, except in so far as it is directly related to them. The historical topics should vary slightly for different periods and nations, but the following will generally include all that are necessary: 1. External History, including foreign relationships and wars, the loss or extension of territory etc.: 2. Constitutional Growth; 3. Religion; 4. Literature; 5. Social Development; 6. Commerce; 7. General Progress

Before beginning the topical study of the history of a country in detail, it is essential to glance at its history as a whole, and sub-divide it into periods by noting the great changes that have taken place during its growth. This may be done in a single lesson, and such a lesson will prove of great advantage to the pupils. It gives them a general idea of what they have to learn; it connects the present with the past in their minds; and, most important of all, it fixes in their memories a connected series of landmarks, about and between which they can readily group events as they become acquainted with them. This will greatly facilitate the learning and retention of the facts of history. It is much easier, and usually more important, to remember that an event occurred during a certain period than that it happened at a certain date. The mere date may be practically unsuggestive, while the association of the event with a certain historic period can scarcely fail to call to mind a series of related facts. The dates which bound the periods should be fixed and thoroughly learned, and then events should be remembered as related to them. Different teachers may adopt various bases of division in deciding the number of periods into which to divide the history of a country, and the best basis for the history of one nation may be quite unsuited to that of another. It will usually be found best to make the dividing lines between the periods correspond with the dates which mark the great formative eras in a nation's history.

Having thus given a general sketch of the history of a country, and divided it into periods, the teacher is ready to proceed with the filling in of the necessary details. These should be few or many, according to the age of the pupils. Whether few or many, however, they should be taught topically. The following are some of the reasons for recommending this course:

1. Events are more easily learned and remembered by this than by any other method. The ease with which impressions are made, and the length of time they remain fixed in the memory, depend chiefly upon the degree of attention given to a subject by the learner. When all conceivable kinds of historical events are recorded on the same page, it is not possible for the reader to concentrate his attention on those having a special influence upon any particular department of historical study. If he is seeking for the causes which led to a great constitutional change, he should not have his attention distracted by anything which did not in some way affect the constitution. He will thus be able to fix his atten-

tion entirely on one subject at a time, and the certain result of such a course will be clearer conception and more permanent impressions.

In a subject like history, the successful study of which depends so largely on the memory, it is of the utmost importance that the laws of "simple suggestion," or "association of ideas," be taken advantage of to the fullest possible extent. The most important primary law of association of ideas is the law of resemblance or similarity. One fact will suggest another of a similar kind, and so a series of thoughts referring to the same subject will be recalled in the mind much more readily than if they related to dissimilar subjects. The application of this principle to the study of history is clear. In the topical arrangement of events, facts of a similar character, all leading to the same end, are learned in consecutive order, and will therefore be more easily remembered in accordance with this fundamental law of association through similarity. It may be urged that "contiguity of time" is also a law of suggestion, and that the fact that events occurred at the same time will serve to associate them in the mind, however much they may differ in character. It must be remembered, however, that "contiguity of time" refers only to the experience of the individual who tries to remember. If two important events occurred about the same time, both of which directly affected me, the remembrance of one of them will be pretty certain to recall the other to my memory. Even if these events had not directly affected me, but merely interested me, they would be likely to recall each other. This would not be the case, however, if the events had occurred before I was born. We remember events by "contiguity of time," not because they occurred at the same time, but because they affected us at, or nearly at, the same time.

2. The teaching of one department of the history of a country facilitates the teaching of every other department. The events immediately connected with any one of the topics into which the history may be divided will have a bearing more or less direct on some, if not all, the others. When the constitutional history has been studied it will be found that the history of the church, or of literature, or the social development of the people, during the same period, may easily be fitted to it. The teaching of each additional topic paves the way for the more easy learning of those which are to follow.

3. When one department of history has been taught, the teaching of each successive department reviews the work that has been done. The connection existing between the various topics compels this reviewing. It is done, too, in accordance with one of the most important, though most neglected, principles of the science of education; it is done incidentally. The portions already learned are reviewed, not as set lessons assigned for review, but in natural connection with the teaching of new work as a necessary part of that work. It will be conceded by all that reviewing is essential to fix facts in the memory. It must not be

forgotten, however, that when reviewing is merely a repetition or re-teaching of a lesson already learned, it soon loses its interest. Pupils cease to give active attention to it because it has lost the charm of novelty. Facts previously learned should be impressed on the memory by being used as the basis for acquiring additional knowledge. The plough-share of knowledge should be kept bright, not by frequent rubbing, but by constant use in turning over fresh soil. This is the highest kind of reviewing. It is the only kind to which a child is ever accustomed before it goes to school. This method of reviewing incidentally, not directly—by using knowledge, instead of merely repeating it—is only possible in the subject of history when it is taught by the topical method. Instead of traveling over the path of history once only in search of a promiscuous collection of facts, the pupil goes over it several times, each time with a specific object, and uses in each successive excursion the information acquired previously.

4. By teaching topically, the teacher develops the reasoning powers of his pupils, and trains them to read history intelligently after they leave school. It is most desirable that students of history should be taught to trace causes to effects, and effects to causes. The facts of history are of little value as information merely; the lessons to be drawn from them constitute their real value. When teaching topically, events are not presented as of importance on their own account, but as elements which together produce certain results. The circumstances are regarded as subordinate to their consequences, and so the study not only exercises the memory, but calls into action the higher faculties. This naturally makes students take a deeper interest in the study of history as they grow older and their reasoning faculties develop, while it is a well-known fact that, as usually taught, the interest grows less as the pupils advance in years. This fact has led many thoughtful writers to question the propriety of teaching the subject at all in school. It is certainly most deplorable that the vast majority of pupils have such a distaste for the subject when they leave school that many of them never read an historical work afterwards. This cannot be the fault of the subject itself. It can only be due to the character of school-histories, and the methods of teaching which are commonly practised. It is clearly impossible to give pupils a sufficient amount of historical knowledge during the time they are at school, and it is therefore of the highest importance that the method of teaching it should accomplish two results: 1. It should satisfy the growing demand for a higher kind of mental activity than the mere exercise of memory; 2. It should give a pupil a decided taste for historical study after he leaves school, and should qualify him for pursuing such a course in a systematic and intelligent manner. Both of these objects are accomplished by the topical method of teaching the subject.

There is nothing in the preceding remarks which is intended to express disapproval of any of the excellent "Child's Histories," which are

written in interesting narrative form, and are so well calculated to attract the attention of the young. The object has been to show that a taste for such narratives decreases rapidly as pupils grow older; that the "mere tissues of names and dates, and dead unmeaning events," soon becomes wearisome, if the names, dates, and events have to be memorized; and that a more intelligent method of presenting the subject should be adopted by teachers and those who write school-histories.

Education.

JAMES. L. HUGHES.

EDITORIAL DEPARTMENT.

THE JOURNAL REDIVIVUS.

When the July, 1884, number of the *Journal*, came from the press, it was expected that the August issue would follow in due course. Financial difficulties, discouragement arising from the general apathy that, for more than two years past, seems to pervade the educational organism of the State, compelled us to defer one number after another. The Legislature, which met in January, was looked to for relief. It was expected that the gross abuse which has been perpetrated under the sanction of Subdivision 12, Section 1513, Political Code would be remedied by the striking out of that section.

Such an attempt was made, but was defeated by the machinations of unprincipled political tricksters, who did not scruple to defeat an entire School Law, rather than see it enacted in a form that would take away from a worthless nondescript pamphlet, the means of dragging on an obscure and useless existence.

After this failure to obtain justice at the hands of those sworn to administer it, *THE PACIFIC SCHOOL JOURNAL* again addresses itself to its old constituency, the teachers and school officers of the Pacific Coast and of the Union.

It believes there is strength enough in the principles we advocate; cohesion enough in the ranks of those who are proud to be known as professional teachers, to sustain a periodical which shall train their neophytes, interest their veterans, and represent equally and impartially all, who, with Louis Agassiz, are proud to write themselves—teacher.

There is, to-day, no educational periodical on the Pacific Coast.

The inquiries we have received, the encouraging and sympathetic letters, the offers of financial support, all show that the *Journal* has done good work in its sphere, and that it was missed. Relying on those who have been our friends in the past, we again launch our bark on the not untroubled waters of educational journalism.

May the winds be fairer than before; may the skies be more uniformly bright. But whether fitted out for sunshine or storm, we start again on our adventure.

The *Journal*, in its new career, has no fresh programme to outline; no new promises to make. The record of more than eight years past, is the best guerdon of the quality of work for the future.

In one respect, we can promise improvement. This is in the regularity of our monthly issues. On the 15th of each month, rain or shine, the *Journal* will be placed in the mails for distribution.

THE EDUCATIONAL CONDITION OF CALIFORNIA.

The *Journal* is not inclined to pessimism. It realizes that even when the clouds are not all rose-tinted, the weather may be propitious, and a bright morning dawn on

a threatening night. But the condition of the schools in California is one which, if not positively alarming, must yet produce a feeling of serious unequietude in the breast of every lover of our country.

It is not that the system is in danger from the assaults of its open enemies. Neither Priest nor Parson though equally conscientious in their antagonism to its purely secular training, has made the slightest impression in changing either the design of the system or the character of the instruction given in its curriculum. The hostility of our "new moneyed aristocracy," displaying itself most directly in an active warfare against the higher culture of the free high school, has only redounded to the benefit of that institution, tending to establish secondary education as an integral part of the whole system more firmly in the affections of the people.

But, still, the condition of the schools of California, when contrasted with their condition in 1875, or even till 1882, is far from encouraging.

It is true that many of the ablest teachers—teachers in the great, broad sense as applied to Agassiz, Pestalozzi, Philbrick, or Horace Mann are still at the helm.

In San Francisco, we still have John Swett (a host in himself) James Denman, Azro L. Mann, Joseph O'Connor, J. W. Anderson, F. A. Blackburn, Volney Rattan, Aurelia Griffith, Mary W. Kincaid, Sarah B. Cooper, Kate Smith Wiggin, and a score of others. Frederick M. Campbell and J. B. McChesney in Alameda; Ira More, Charles M. Drake in Southern California, O. E. Graves, E. K. Hill, W. W. Anderson, J. B. Brown, in the North, and Charles H. Allen nominally of San Jose, but, actually of all California,—these are but a few of those whose names are like stars in the galaxy of our educational firmament.

These men and women are professional teachers, devoted to their life work, active, untiring, progressive, and ambitious to make all their work the best.

But despite such efforts as theirs, seconded by the work of able superintendents like Moulder of San Francisco, Bailey, of Contra Costa, Hinton of Los Angeles, Houghton of Plumas, Chipman of Santa Clara, Yager of Tehama, Phelps of Humboldt, Markham of El Dorado, Smyth of Sonoma, Murphy of Tulare, and half a score of others, we repeat that the outlook over the educational field is far from cheering.

While open attacks have become narrowed to the occasional strictures of some ambitious young prelate, the work of demolition has proceeded more surely, because more insidiously, from within.

The schools now have to contend with that bane of our entire governmental fabric the political bosses; with the vile and pernicious patronage system; with the weakening influence of "encourage-home-schools" policy; with the decay of that spirit of professional pride fostered under our old system of State certificating; and by the curtailing under the new Constitution, of the powers of the State Superintendent and the State Board of Education.

These causes combined have tended to produce a condition of things predicted by this Journal in 1879, when opposing the new Constitution.

We stated then that by taking away from a central State body the power to examine and certificate teachers, the State educational organization would be broken up into as many fragments as there are counties; that the standard of teachers' certificates would vary and be generally lowered; that teachers' salaries would consequently be reduced; and that many of the best teachers would gradually leave the profession and would be replaced by inferior material.

All these predictions have been literally fulfilled, and that is why the educational outlook is so gloomy.

We predicted then, that in consequence, every little fifth-rate city, or first-grade country school would enter on the business of manufacturing its own teachers; that the cry would arise "let us give bread and butter to those educated at home."

And this prediction, too, has been verified, and our hapless little ones are being tormented by the fresh home-made article, and thousands of dollars have been wasted, and our children have wept : nay, more, they have been carefully, systematically and artificially stupefied. And the Trustee or the Director has been made exceedingly glad, for was not his cousin or the daughter of the friend who nominated him in convention duly provided with bread and butter ?

Then, the text-book muddle ! But this subject grows in vastness the more it is contemplated.

It deserves a separate paper ; and it will get not one, but we fear, a dozen, before the Legislature, the State Printing Office, and the Book Agents exhaust the matter and restore the *status* of ten years ago, when only the State Legislator could biennially "get a slice" of the plunder; whereas, now, the Legislature comes in for what is left after the State Printing Office, the appointees of the "bosses," and the political rag-tag, generally, are gorged with the profits of school text-books, for the million, "at cost."

Of all this, much more hereafter. At present, the readers of the *Journal* need but refer to Volume Three, to see that "we told you so."

To recapitulate : We find the State divided up into nearly sixty almost entirely independent sections in regard to the character of the teachers, and therefore of the schools ; the courses of study are dissimilar ; text-books differ to a greater or less extent ; and worst, of all, the State Superintendent, not by any fault or dereliction of his own, but purely on account of defects in the law, has but very slight power to harmonize and render uniform the incongruous mass, which it pleases our people to call the school system of the State of California.

Do our readers now wonder that in many parts of California a general apathy reigns, that salaries have gone down, and no interest is taken in education ?

Is it strange that the *Journal* is discouraged at the condition of the schools of California ?

EDUCATIONAL PROGRESS IN SAN FRANCISCO.

In this city, since the last issue of the *Journal*, a great change has been wrought in the condition of school affairs. The character of the members of the new board of education, as contrasted with their predecessors, is, in itself, indicative of the complete revolution the whole department has undergone.

The members of this board are gentlemen, all occupying honorable positions in the community ; quite a number have occupied places of public trust whose duties they have performed with credit to themselves and with the approval of their fellow-citizens.

Ira G. Hoitt, a man of collegiate training and scholarly instincts, is President of the Board. Of broad intellect, firm character, and devoted to the American public school ideal, Mr. Hoitt is the right man in the right place. Dr. C. T. Deane, for many years, Dean of the Faculty of the Toland Medical College, University of California, and a leading lecturer of that Faculty, a man of wide culture, broad intellect, keen and incisive in speech and action, is Chairman of the Classification Committee. On this important committee are John P. H. Wentworth, editor and proprietor of the *RESOURCES OF CALIFORNIA* and a nephew of John P. Hale of New Hampshire, many of whose qualities he inherits, being eloquent both with tongue and pen ; John F. English, a brilliant example of the successful American Merchant, a man whose early school training was given in the schools of Boston, and who does credit to the "Hub," both in the quickness with which he sees the weak or diseased spots in the intricate machinery of the department, and in the judgment he exercises in providing remedies ; David Stern, who has already served the people so acceptably in a previous Board, that he was elected to this, and now as Chairman of the Finance Committee, and as a member of

the Classification Committee, his sound common sense and mastery of the financial situation, make him an invaluable director.

At the head of the Supplies Committee is John H. Culver, who served with Mr. Stern on a former board, and is again his colleague. Mr. Culver is secretary of the Mechanics' Institute, and a man whose ability and integrity are highly regarded in the community.

As Chairman of the School Houses and Sites Committee, there is Captain C. W. Beach, now in the Real Estate business, but for some years a practical teacher, and who earned the title we have prefixed to his name in fighting for the Union. A man of sterling integrity and great force of character, he is always foremost in his advocacy of reform measures proposed in the Board. Another exceedingly valuable director is George T. Shaw, a college man and an old teacher. Now a prosperous business man, he has not forgotten the old calling wherein he was equally successful, and he is always ready to commend good teaching in the department, and to remedy inferior work.

Of the other directors Mr. Edward Pollitz has a German college education; he is Chairman of the Salaries Committee, and favors not merely good pay for honest work, but an advance "all along the line" whenever the Treasury permits. Mr. A. C. Dithmar comes of scholarly stock, a brother was formerly editor of the New York *EVENING POST*, and now is U. S. Consul, at Breslau; his own tastes make him an interested actor in all that pertains to educational advancement. Mr. G. J. Hobe, really the oldest member of the Board, looks young among the youngest. Thoroughly honest and intelligent, he is one of the most valuable members of this body. Mr. Thomas O'Brien, sturdy and speaking directly to the point, sometimes impedes business, but rather because he fails to understand the object of measures proposed than from any desires to obstruct. A man of the most scrupulous integrity, he no sooner sees the justice of a measure than it has the endorsement of his support.

The first act of the Board gave indication of its determination to serve the best interests of education. Mr. George Beanston, a man of unimpeachable integrity, the only real secretary the San Francisco school department has ever had, had been removed by the last Board, solely and avowedly from partisan motives.

This Board has placed him again in its office, not as secretary, for it has no control over that position, but as Assistant and Secretary of the Board of Examiners.

The old Board of Examiners, too, was summarily discharged, and in their places were elected, Miss E. A. Cleveland, Principal of the Rincon Grammar School, Miss Carrie B. Barlow, Principal of the Broadway Primary School, Mr. H. W. Philbrook, formerly a teacher in the Boy's High School, now a successful lawyer in this city, and Albert Lyser, Principal of the South San Francisco School.

A number of important changes have been made in the rules and regulations.

Thus, day school teachers have been excluded from teaching in the evening schools.

Corporal punishment has been restricted, principals only being permitted to inflict it.

Salaries have been equalized, some slight reductions being very justly made in the high schools, and all other salaries remaining untouched.

The course of study has been revised, and some improvements made. And, most important of all, the revised course was ready and in the hands of the teachers on the very day of the re-opening of the schools, July, 13th. In some parts, we believe this course still faulty, and it will be fully described and discussed in subsequent issues of the *JOURNAL*.

New and improved text-books have been adopted in those subjects for which the State does not intend to provide books.

The fire-drill has been introduced into all the schools. The credit for this, and for the prompt issue of the new course of study, and for many other reforms is due to Dr. Deane.

By means of consolidations and transfers, some of the schools have been entirely reorganized, and, in consequence, greatly improved.

Among the transfers and changes in the department, the following are noteworthy.

Mr. A. H. MacDonald, formerly principal of the Sacramento Grammar School, was elected principal of the Lincoln Evening School. Under his splendid management, the school has been revolutionized. It has gained 50% in enrollment, now reaching 1,200 ; more than 20% in regularity, and at no period in its history, has the discipline been so good, or the interest in the work so general on the part both of pupils and teachers.

Albert Lyser, vice-principal of the South Cosmopolitan School, was promoted to the principalship of the South San Francisco School.

In his place was elected M. F. O'Donaghue, a young teacher, well-educated and thoroughly trained.

Mr. O'Donaghue's success as teacher in the evening schools, is a good augury of success in this more responsible position.

Mr. C. F. True, principal of the Garfield Primary School, was transferred to the principalship of the Clement Grammar School, and Mrs. A. E. Du Bois, the principal of the latter institution was assigned to Mr. True's place.

Charles H. Ham, who, two years ago, lost his position in the department, solely on account of the partisan action of the last Board of Education, was reinstated by election to the vice-principalship of the Washington Grammar School. Mr. Ham is an excellent teacher, and his reinstatement is another gain to the department.

Prof. E. Knowlton has been transferred from the Boys' High School to the position of assistant in the Commercial School.

A wise act of one of the early sessions of the Board was the abolition of the second vice-principalship in many of the schools. Two schools, only, now have two vice-principals. In the Valencia Grammar School, Mr. L. W. Reed remains as vice-principal; in the Franklin, Miss McDonald, who has earned the position by her superiority as a disciplinarian and scholar ; in the Hayes Valley, Mr. A. J. Itsell.

A loss to the department was the retirement of Prof. Henry A. Senger, by resignation, from the Girl's High School. Prof. Senger is a graduate of Berlin University, and as a scholar and teacher has few equals in the country. No one has, as yet, been elected to fill the vacancy caused by Prof. Senger's resignation. This is a serious injustice to the High School, for it has resulted in an overcrowded condition of the classes, which must seriously retard efficient instruction. No high school class should consist of more than thirty-five students, thirty would be still better—with forty-five or fifty, the work becomes a farce.

The resignation in the same school of Miss Irene M. Doyle, was filled by the election of Miss Mary J. Cox, a lady of superior culture and ability who has spent several years in study in Europe. The San Francisco schools need thirty or forty more such appointments to save them from the "dry rot."

Prof. Isador Lezynsky, principal of the Commercial School, is in Europe, on a leave of absence until October. Prof. R. H. Webster, one of the ablest men in the Department, is acting in a very acceptable manner as temporary principal.

James G. Kennedy, for many years superintendent of San Jose, is now in this city. Since Supt. Kennedy's retirement from that place, so deep a quiet has fallen on the schools, that we have really forgotten if there are any left, or if they have departed with the man to whom the credit of their organization and improvement is due.

TEACHERS' INSTITUTES.

The Journal has always made it a point to have full reports of the Institutes held in the different counties of the State. This custom will faithfully be followed in the future. Superintendents are therefore requested to notify us of the date of their Institutes, their programmes, and arrangements made. We hope to publish full reports, and where exceptionally good papers are read, we shall be glad to receive them for publication.

CONCERNING OUR BOOK TABLE.

In this number of the Journal, we acknowledge the receipt of a number of new books recently sent for review. Such review is crowded out of this issue, but will appear at an early date. Publishers will favor us and serve themselves by always appending the retail price to the copy of the book forwarded.

OUR ADVERTISERS.

We think the advertisements in an educational journal are always well worth reading.

Those in this number of the Journal are especially so. Ignorant persons have made it a matter of reproach against this periodical that the book and publishing houses have so universally supported us with their advertisements. These persons have been too blind to see in that fact, the best evidence of our influence and of the "live" and professional character of our readers. Advertisements of books are always worth reading; almost as instructive as the articles on methods or the school news.

In this issue, nearly our entire list of old patrons again appears.

A. L. Bancroft & Co. in a full page, make some interesting announcements. A. S. Barnes & Co. offer for examination some new works, having already a successful "run."

Iverson, Blakeman, Taylor & Co. announce a model physiology which is doing a remarkable business, including an adoption in San Francisco.

From Potter, Ainsworth & Co. we have a very satisfactory exhibit.

"Give us a *practical* education," is the universal call in these days, such a one may be obtained at the Pacific Business College whose card appears in another place. Messrs. Chamberlain and Robinson have been long in the educational field and are also practical business men. They give individual and thorough instruction in Book-keeping, Telegraphy, Short-hand, and Type-writing, to those who desire any or all of these branches.

One can not do better than to give them a call, if desiring a practical thorough education for business life.

J. O. Jephson the printer, whose card appears in this issue, does all kinds of job printing at very reasonable rates.

We desire to call attention to the advertisement of Dames & Keil, photographers, in this issue. We have known Mr. Dames for some years, and can assure our readers, that they will find satisfaction in dealing with this firm, both in quality of work and prices.

THE CONTENTS OF THIS NUMBER.

With the exception of variety, this number of the Journal is a fair sample of what successive issues will be. We expect to have only one or two contributed papers on the broader side of educational training, one or two on methods; the rest of each number will consist of the usual miscellany of school news, examination questions, book notes, etc., which have always been found so interesting.

In this number, the leading article by Charles Howard Shinn, Editor of the OVERLAND MONTHLY, will commend itself to the attention of every thoughtful teacher. It is an able paper, showing in what direction, and how the modern University training may reach every teacher in the land.

From the pen of Charles M. Drake we have one of his interesting and instructive articles on "Moral Training in the School." It may be well to announce here, that in our September issue will appear a paper (already in type) on the same subject, entitled "A Lesson in Morals," by Dr. Montague R. Levenson.

We are greatly indebted to Messrs. A. L. Bancroft & Co., for the elegant engraving which illustrates Thomas Starr King's beautiful and graphic description of the Yosemite. The text and illustration are both copied from the Fifth Reader of their excellent series.

IN MEMORIAM PROFESSOR HENRY B. NORTON.

In the death of Henry B. Norton, not the Normal School only, but the entire system of instruction on the Pacific Coast, meets with an irreparable loss.

Henry B. Norton was one of the world's silent heroes. In the occupation he had chosen as his life work, it is difficult to measure the power of the individual teacher, though the influence of the aggregate body is the building up or the tearing down of nations. Prof. Norton's whole being was instinct with a magnetism so powerful and so pure, that it multiplied itself in every individual with whom he came in contact, and strengthened every noble impulse of our nature.

So wise in all the learning of the world that his colleagues in all the departments of the Normal School, were wont to consult him, when in difficulty, or leave him in charge of their work when necessity compelled them to be away, his character was as simple and pure and sweet as that of a child.

He, literally, knew no guile, and in this age where so many know the fruits of the tree of knowledge, it was refreshing and purifying to be with one whose nature was so free from every stain.

Such was the spirit, and in accordance was the life of Henry B. Norton.

It is not strange that the six hundred young women who met him daily in the Normal School loved and respected him; that their belief in the purity of true manhood was strengthened; that principles of obedience, truth, and chastity were made dearer to them. It can easily be understood that the thousand or more teachers who met him yearly, if but for one short week, went back to their work, with hearts renewed and spirits lightened, with a higher estimate of the value of their labor, a deeper insight into its duties and responsibilities, and a firmer determination to be good, true men and women.

This is no vain, useless eulogium that we are writing; it is the way in which we were impressed by contact with Henry B. Norton, and it is how he influenced all who felt the touch of his hand, and felt the kindly smile of his countenance.

And though gone from us in his prime, such a life is well rounded and well spent.

ULYSSES S. GRANT.

The military hero of the Civil War has passed away; like its great civil hero, Abraham Lincoln, borne to the grave amid the mourning of the American people. The life ended on the 23d of July, at Mt. McGregor, was an eventful one, illustrating at once the great historic truth that every crisis in a nation's life brings to its salvation or its undoing the man with the qualities requisite for the work, and that our American civilization offers unexampled opportunity for the gratification of a noble ambition. A man with such an ambition—happily for our country—was Ulysses S. Grant.

Now that he is dead, a greater unanimity of sentiment proclaims him one of the great captains of the century, entitled to rank with Napoleon and Wellington with Soult and Von Moltke.

In the memorial exercises held in the schools of San Francisco (and in all other cities, without doubt), what an opportunity the lessons of his life afford!

Here was Industry and its reward; Valor and its fruits; Ambition and its fulfillment; Silence and the golden cup of success; Patriotism and the tears of a whole nation bedewing and making forever green, the grave of the hero.

EDUCATIONAL INTELLIGENCE.

BUTTE Co.—The Chico Record in commenting upon the schools of that town says that with only eight months in the year, the attendance decreases at the latter part on account of hot weather and fruit gathering. It justly remarks that eight months is not enough and suggests that it might be well to continue two months longer with a less number of teachers. It also pays a compliment to Principal Riley as a hard and faithful worker.

COLUSA—Mr. J. L. Cutler who has been the efficient principal of the Colusa schools for several years has resigned to enter upon the practice of the law at that place. He is succeeded by Mr. J. E. Hayman. An extra tax for school purposes was voted here July 6th with only two dissenting votes. The next school year begins in Sept. Pierce College has expended over eight thousand dollars the past year in a new building, apparatus, etc.

KERN Co.—Three out of seven applicants received certificates at the last teachers' examination. The trustees of the Bakersfield schools have spent several hundred dollars in beautifying the school yard by setting out trees, etc.

HUMBOLDT Co.—Out of forty-nine applicants—thirteen wanting grammar school diplomas and the remainder teachers' certificates—only thirteen passed the preliminary test branches of Arithmetic, Grammar, and Spelling.

MERCED Co.—W. A. Cowdery has been elected principal for the coming year of the Merced schools.

STANISLAUS Co., employs sixty-four teachers to instruct twenty-three hundred scholars or such a part thereof as attend regularly.

The trustees of Modesto have spent several hundred dollars in repairing, building a gymnasium, and setting out trees during the past year.

The people of this town will vote on a special tax of twenty-five hundred dollars, July 29th.

NAPA Co.—The public schools of Napa closed May 10th with three graduates and re-opened July 13th with Supt. J. L. Shearer as principal and six hundred twenty-five pupils in attendance.

This county has a school population of thirty-five hundred; an average daily attendance of eighteen hundred. The average attendance in a majority of the districts is less than fifteen.

Napa Collegiate Institute Prof. A. E. Lasher, President, laid the corner stone for its new building May 28th with appropriate ceremonies. The structure is to be three stories high, one hundred seventy-five, by eighty feet on the ground, and to cost \$40,000.

TEHAMA Co.—Twenty-nine out of thirty-six applicants succeeded in obtaining certificates at the last teachers' examination; of these, seven were first grade.

The county has a school population of 2,651 with an average attendance of 1,995.

Under the very efficient supervision of Supt. Myron Yager, the schools of this county rank among the foremost in the State. Prof. O. E. Graves continues in charge of the schools of Red Bluff. There is no better taught and better disciplined department on this coast than that under his supervision.

LOS ANGELES Co.—There were twenty-six graduates from the high school at the end of the last year as against seven, ten years ago.

The attendance has increased from one thousand, to five thousand in the same period.

Los Angeles City is erecting four new school houses at a cost of over \$40,000, to accommodate more than 1,000 children now without school-facilities.

SANTA CLARA Co.—Has 10,072 school children of whom 2,237 attend no school.

J. J. Southeimer has resigned as principal of the fourth ward school, San Jose.

The positions of second and third assistants in the high school have been abolished.

The State Normal here had last year an enrollment of 429. The past year there were fifty-seven graduates in May at San Jose, and twenty-six from the school at Los Angeles.

During the nineteen years of its existence, the Normal School has graduated 903 persons of whom 600 are now teaching on this Coast.

OREGON—There are 80,018 school children in Oregon with an average daily attendance of only 31,005. The average length of a school term is four and three-fourths months. Average salaries for males \$48.22; for females, \$36.96. There are fourteen "academies" and eight "colleges" and "universities" in the State.

The teachers of Oregon held a very successful convention at Astoria, July 6, 15, 10th, with an attendance of some three hundred or more.

Gov. Moody and wife and State Supt. McElroy were present, and among the lecturers were Prof. Moore of State Blind Asylum, Prof. Emery of State Agricultural College, Prof. Parvin of Willamette University and Prof. Hawthorne of State University, at Eugene City.

President Van Scoy of Willamette University, delivered the opening address.

ALAMEDA Co.—Ex-State Superintendent Fred. M. Campbell has resumed active educational work by accepting the position of Princi-

pal of the Oakland Evening School. Oakland, fresh vitality into our entire school organization. we know, deems herself more than fortunate in Prof. W. T. Reid having resigned the presidency of the State University, the Regents of an educator. In addition to this position, Mr. that institution having been looking for a new Campbell has been elected a member of the executive.

Alameda County Board of Education. It is said, It is to be hoped they will select a man with by those who know these things best, that Mr. the same judgment as was exercised when Prof. Campbell is in active training for the State Sprague was elected to Mills. Our State University is entitled to a first-class man, and if the

Josiah Keep, lately principal of the Alameda Regents will only let politics alone, they may High School, has been selected to fill the chair succeed in selecting some one who will benefit of Natural Science, in Mills Seminary. This is our whole system of education.

a loss for Alameda, and a decided acquisition for Mills. Prof. D. J. Sullivan, who has been City Supt. of Alameda, has now been elected, under the

Prof. Homer B. Sprague, recently an instructor in Cornell University, and one of the ablest new charter, a member of the City Board of Education, and its secretary. In these positions educators in America, has accepted the presidency of Mills Seminary. This is a selection of he performs the duties of the superintendency, great value not only to Mills, but to the entire at an increased salary. Under his supervision the Alameda schools have made very evident educational system of the State. It infuses progress.

EXAMINATION QUESTIONS.

ARITHMETIC.

13 QUESTIONS.

TIME 3 HOURS.

80 CREDITS.

Solve 10 of the following 13 Examples. The applicant to select the 10.

(1) How many lbs. of wheat at \$3.14½ per c. can I get for 1 lb. 3 oz. 14 dwt. and 12 grs. of gold at \$16 per oz. ?

(2) How many bottles, each containing 5-11 of a quart can you fill from a cylindrical tank 30 inches diam. and 3½ feet deep, the tank being only ¾ full of oil ?

(3) A cow is tied to a high board fence. How many feet of rope (discarding fractions) must you give her to allow of her grazing over an area of one quarter of an acre ?

(4) Upon the summit of a hill whose perpendicular height is 60 ft. stands a pine tree 30 ft. high. At the base of the hill runs a small creek. The distance from the summit along the slope of the hill to the edge of the creek is 100 ft., and the distance from the top of the tree to the opposite shore of the creek is 150 ft. What is the width of the creek ?

(5) I bought a cask of brandy containing 46 gals. at \$2.50 per gal. if 6 gals. leak out, how must I sell the rest per gal. so as to gain 25%.

(6) A 30 acre rectangular tract of land 121 ft. deep, sells at the rate of \$1,800 per acre. What is the price per front ft. ?

(7) How many yards of velvet ribbon ¾ of an inch wide will be required to line the entire face of a robe, 2½ yds. long by 2 yds. wide ?

(8) $\frac{(\frac{3}{4} \text{ of } 3-10 \times .05) \div 1-5}{(.001 \times .002) \times 800-2 \times 1000-4} = ?$

(9) A circular plate, 6 in. in diam. weighs 150 lbs. (10 oz. to the cubic inch). What is the thickness ?

(10) If a grocer's gallon measure is too small by 1 gill, what does he make dishonestly in selling 2 hhds. of molasses averaging 58 gals. 2 qts. 1 pt. each, and worth cents a gallon ?

(11) A town 6½ miles long and 5½ miles wide is equal to how many farms of 110 acres each ?

(12) If 16 men can dig a ditch 24 yds. long in 20 days, by working 10 hrs. a day, how many will dig a ditch 72 yds. long in 60 days, working 8 hrs. a day ?

(13) A room is 20 feet long, 16 ft. wide and 12 ft. high; what is the distance from one of the lower corners to the opposite upper corner ?

GRAMMAR.

10 QUESTIONS.

TIME 2 HOURS.

50 CREDITS.

(1) To him *who* in the love of *nature* holds communion with her visible forms, she *speaks* a various *language*.....and she glides into his darker musings ere he is *aware*.

(1) Gender and case of *who* ? (2) Gender of *nature* ? How shown ?

(3) Case of *language* ? (4) Parse *aware* ?

(2) Correct and give reasons, (underline corrections.)

(a) I understood it to be they. (b) Let you and I try it.

(c) I referred to my old friend, he of whom I often speak.

(d) Submission to the law is every Christian and citizen's duty.

(1 credit for correction. 4 credits for reason.)

(3) (a) Where is *as* a relative pronoun ? Write a sentence illustrating.

(b) When is *that* a relative ? Example.

(4) (a) To what verbs does voice belong ?

(b) How is the passive voice formed ? Example.

(c) How is the progressive form made ? Example.

(5) When is *to* of the infinitive omitted ?

(6) Give principal parts of *awake*, *sit*, *rise*, *lie* (to recline,) *lay*.

(7) Parse underlined words in the following:

" For what can we bequeath,

Save our deposed bodies to the grave ?

Our lands and lives, and *all* are *Bolingbroke's*,

And nothing can we call *our own* but death

And that small *model* of the barren earth

Which serve as paste and cover to our bones.

(8) Write a sentence containing a subj. inf. phrase.

" " " " clause.

" " " an attribute clause.

" " " an objective clause.

" " " a relative clause

(9) (a) Compare, underlining the words here given :

More, next, last, worse, valiant.

(b) Give the number of the following and name the corresponding sing. or plu.
kine, hero, valley, dwarf, staff.

(10) " Deep in the wave is a coral grove,

Where the purple mullet and gold fish rove ;

Where the sea-flower spreads its leaves of blue

That never are wet with the falling dew,

But in bright and changeful beauty shine,

Far down in the green and glassy brine."

(1) Name, subj. and pred. first line. (2) What do the clauses beginning with "where" modify. (3) Antecedent of *that*, (4th l) and its office in the clause.

(4) Parse "*wet*."

GEOGRAPHY.

10 QUESTIONS.

TIME 1½ HOURS.

70 CREDITS.

- (1) (a) What City has no Latitude ?
(b) What, no Longitude ? (7 Cr.)
- (2) What is the shortest distance in Statute Miles, between two places on the Equator one in 173° East Longitude and the other in 170° West Longitude ? (4 Cr.)
- (3) Name the largest City on each of seven different islands ? (7 Cr.)
- (4) Name 5 of the most important Straits, what waters they connect and what lands they divide. (7 Cr.)
- (5) Name separately the Empires, Kingdoms, Republics, and Colonies in North and South America. (7 Cr.)
- (6) Name the Empires, Kingdoms, and Republics in Europe? (7 Cr.)
- (7) Describe briefly the seat of War between the English and Arabs in Africa. (7 Cr.)
- (8) Name one country which largely exports one of the following products:

Petroleum,	Wool,	Coffee,
Hides,	Silks,	Guano,
Hardware,	Furs,	Wheat,

(7 Cr.)
- (9) Name the 4 great Transcontinental Lines of Railroad completed in the United States. (7 Cr.)
- (10) It is said that the trip around the World can be accomplished in 80 days, if close connections can be made.
 Describe in general terms, the land and water routes, (by rail and steamer) in making such a trip starting from New York and travelling westward. (10 Cr.)

THEORY OF EDUCATION.

- (1) Into what divisions may the human mind be divided ?
- (2) What are the principal faculties included in the Intellect ?
- (3) In what order do the faculties of the child develop ?
- (4) What are the main objects of a recitation ?
- (5) Name some of the minor objects of a school recitation.
- (6) What is the real object of all school punishment ?
- (7) In what order must all primary instruction proceed ?
- (8) How would you teach beginners to read ?
- (9) Into what parts should every reading lesson be divided ?
- (10) How would you secure and hold the attention of little children ?

BOOKS RECEIVED.

<i>Book.</i>	<i>Author.</i>	<i>Publishers.</i>	<i>Price.</i>
Grammar of Old English.	Sievet-Cook.	Ginn & Co.	
How We Live.	Johonnot & Bouton.	Appleton & Co.	
The Human Body and Its Health.	W. T. Smith.	Ivison, Blakeman, Taylor & Co.	60
Cicero de Amicitia.	Edit. by E. S. Slinck-burgh.	McMillan & Co.	50
Seven against Thebes, Aeschylus.	Edit. by Isaac Flag.	Ginn & Co.	
Philosophy of Education.	T. Tate.	G. W. Bardeen.	1 50
Teaching and Teachers.	H. C. Trumbull.	J. H. Wattles.	1 50
Principles of General Grammar.	Roemer.	D. Appleton & Co.	
New High School Music Reader.	Julius Eichburg,	Ginn & Co.	

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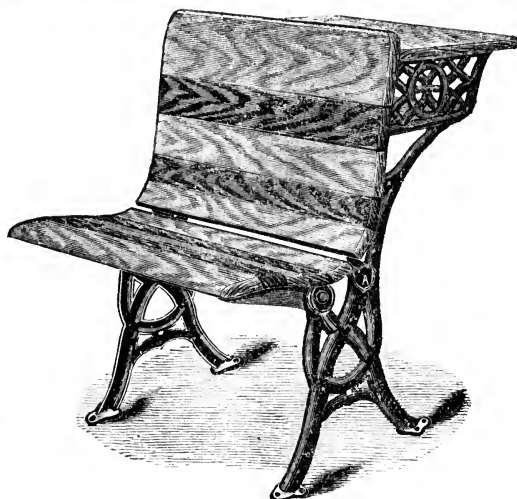
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B—High School.	16 to 20 years	4 80	5 80	29 in.	16 in.	15 in.	14 in.	24 in.	42 in.	32 in.
C—Grammar. . .	12 to 16 years	4 60	5 60	27 in.	15 in.	13 in.	13 in.	21 in.	40 in.	30 in.
D—Intermediate	10 to 13 years	4 40	5 40	25 in.	14 in.	13 in.	13 in.	21 in.	40 in.	28 in.
E—Intermediate.	8 to 11 years	4 20	5 20	23 in.	13 in.	12 in.	12 in.	18 in.	36 in.	26 in.
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